



WITHIN OUR BORDERS

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Forestry and Game Men Attend School at Banff

Men from Western Canada and the North West Territories Take "Refresher" Course in Conservation and Wild Life Management

Close to 40 real "out-door men" from western Canada and the North West Territories went back to classrooms for a six-week period in February and March. They were attending the first University Short Course in Forest Conservation and Wild Life Management at the Banff School of Fine Arts.

Purpose of the experimental course is to increase the efficiency of park wardens and forest rangers and assist in qualifying recruits for the forest and game services.

The course was organized under the direction of the University of Alberta Department of Extension in co-operation with the National Parks Services of the Dominion Department of Mines and Resources, and the Provincial Department of Lands and Forests. If the experiment is successful, the course will be offered annually.

Ideas Exchanged

Wardens and forest officers from the Dominion and Provincial establishments in the North West Territories, British Columbia, Alberta, Saskatchewan and Manitoba attended. Two private citizens also enrolled in the course through their great interest in forestry work and game management.

This course brought together for the first time the game and forestry personnel of the services, affording the opportunity for all to realize the value of being acquainted with the other phase of this important occupation. The course provided a melting pot for opinions expressed by men with years of practical experience. The exchange of needed information was a feature of the experimental course.

Expert Lecturers

Several experts on subjects related to the course in Alberta and other

sections of Canada conducted lectures at the school. The regular instructors were both Dominion and Provincial government representatives.

A wide variety of subjects were studied during the informal classroom periods. On a few occasions the students were taken on field trips to actually see their subject matter.

"Importance of the Forest to Social and Economic Life," was one of the main subjects of the Forest Conservation Course. This portion of the course included instruction on identification of native trees and shrubs, influence of logging on aquatic life, and the recognition and control of forest insects. Elementary surveying, radio operation, and woodcraft were taught.

Practical Instruction

The rugged trainees received practical instruction on skiing and snowshoeing. They studied first-aid, prevention of forest fires and forest fire fighting, observation and computing of tree census. Other subjects studied were: life on the trail and in the woods; travel by packhorse, dog team and canoe; kit food and its preparation.

The Wild Life Management Course featured identification of common mammals, birds, fish, and a study of their habits. Counting for population purposes and the management of big game and fur bearers along with accounts on reduction slaughters were included in the course. Methods of capturing, handling, and transporting animals for control of population were presented. A study of animal, fish, and bird diseases was featured also in the second half of the course.

The men who help to keep our forests evergreen and preserve wild life, the wardens and forest officers, expressed the belief that the course was of inestimable value.



Wardens, and forest rangers spend morning recess from classroom discussing a beaver trap in the lounge room of one of the chalets at the Banff School of Fine Arts. They are from left to right: Bob Hand, Warden of Riley Mountain National Park, Manitoba; Don Learmonth, Forest Engineer at Fort Smith, North West Territories; George Davies, Chief Warden of Prince Albert National Park in Saskatchewan and kneeling is Bill Day, a Warden at Fort Resolution, North West Territories.



Ed Carleton, left, Warden in Banff National Park operates a semi-portable radio set under the instruction of Park Radio Technician, Alberta Layh, at Banff. Radio is an important part of a forest ranger's life. They use it extensively while directing combat of forest fires.



An important section of the course was Forest Fire Fighting methods. Shown above, kneeling, is Stan Payto, Banff Warden Mechanic, giving instructions on a portable fire fighting unit. Shown standing from left to right are: Jack MacGregor, Provincial Forest Officer at Whitecourt; Victor Jones, Warden at Elk Island National Park and Lawrence Bunbury, Provincial Forest Officer at Edson.

—Alberta Government Photographs

Red Deer Provincial Training School

Large Building Program and Modern Teaching Methods Make this Alberta School Outstanding Juvenile Mental Training Centre

The Provincial Training School at Red Deer is quickly becoming one of Canada's finest centres for training juvenile mental defectives.

Recently the most modern methods of training both children and staff have been implemented at the school. An \$800,000 building project is well advanced. Aim of the school's officials is to train all children, who are capable of learning, in order that they will be able to return to the community as self-supporting respectable citizens. The school is a section of the Provincial Mental Health Division. New buildings were planned by the Division Director, Dr. R. R. MacLean, in co-operation with department of public works officials.

Medical superintendent of the Red Deer centre is Dr. L. J. Le Vann, who is trained in psychiatry, child guidance and the care of the mentally ill. A. W. Fraser is the educational psychologist. These two officials have aided development of the school's training program. The various groups of children are housed and trained in different buildings in accordance with their intellectual capabilities.

Returned To Homes

Age of the boy or girl is a major factor in determining the starting point of training. An attempt is being made at the school to accept, for first admissions, just those between the ages of 5 to 18. Children are transferred to mental institutions only when they show abnormal mental behaviour. In some cases when the children have been trained to their mental capacity they are sent back to their homes. This is not permitted unless the home conditions justify such action.

Young trainees are given sense and recreational training. Purpose of this is to allow them to become acquainted with classroom environment, and to learn to work and play with other children. Another objective of these classes is to create good social relationship. This group cannot learn instinctively to discriminate taste, touch, or sound. They obtain these senses by being taught to recognize them. To these children a ball becomes a reality after it has been handled and studied for sometime. They know it is a ball because they have been told so. They finally will recognize it by its feel and the sound of its bounce.

Progressive Training

Children who show good progress during sense and recreational classes move to pre-primary studies. This phase is comparable to kindergarten training. If the child absorbs all that is taught in these classes he next moves to the primary group which is equivalent to teachings of grades one and two. Then the successful trainees finally move to elementary classes. In the elementary division studies are equal to those of grades three to five. Ten trainees is the maximum number for a class because officials believe that individual attention speeds progress. At any point of training from pre-primary to elementary a child's training ceases when it becomes apparent he will not receive any further benefit. When a child ceases academic classes he is immediately assigned to other activities. In these classes children learn by doing, therefore activity teaching is stressed.

Older trainees, those boys and girls over 13 years, are given practical contact work in the various training departments. The girls receive instruction

in the laundry, sewing room, kitchen, dining room, and wards. The boys obtain practical experience on the school farm, in the kitchen, in the shops, and general chores around the premises.

Varied Program

Occupational therapy is an important part of the training program. This offers instruction for the older group and some of the better younger ones in weaving, rug making, carpentry, gardening, embroidering, crocheting, and dress making. A graduate agriculturist gives the boys comprehensive training in raising beef cattle, grain growing, and other farm duties. Boys of the school in the near future will enter their cattle and grain in competitions with outside entries at various fairs and exhibitions. The girls also will enter samples of their very attractive work at the shows.

During the training period group games are featured as are types of recreation designed to build up social relationship. The trainees are afforded the opportunity to enjoy movies, concerts, dances and hikes, hockey and other sports. Co-education has been introduced into practically every phase of training. The result has been obvious improvements in general conduct and attitude toward the opposite sex. The boys and girls at the school now are being introduced to activities in the town of Red Deer. Participation in the town affairs allows them to actually feel that they are being accepted by the community.

Personal Incentive Encouraged

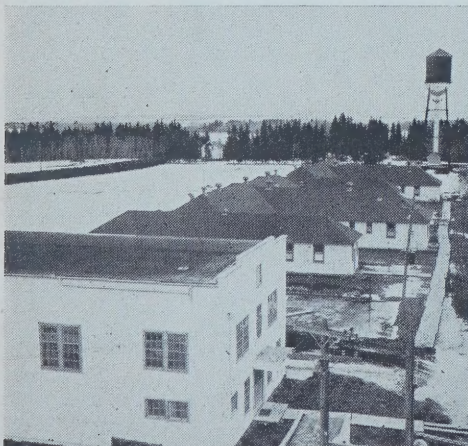
During the training period staff members at Red Deer try to encourage personal incentive among the children. They also try to eliminate the feeling of domination that exists among the boys and girls and to abolish the belief they are patients in a hospital. High grade mental defectives are physically indistinguishable from normal people. The great difference between these youngsters and the average child is the fact that they learn more slowly.

The new instruction course for staff members is a major contributing factor to the present progress of the school. Now the emphasis is placed on proper instruction and character building of the children and less stress on the nursing care of the trainees. Orientation of the school is definitely educational and rehabilitary rather than medical or psychiatric. The full course of staff instruction requires three years to complete.

Substitute Parents

Staff members are taught not to be nurses and attendants but substitute mothers and fathers for the children. They are taught that the children are not sick but merely lack something. A principal reason for the presence of nurses and attendants is to allow the children to imitate them. This permits the children to create habits and character. It is imperative that the nurses, attendants and teachers keep the trainees constantly occupied, and always find time to listen to their worries. An important part of staff duties is to train the boys and girls to the point where they will present their troubles to the officials.

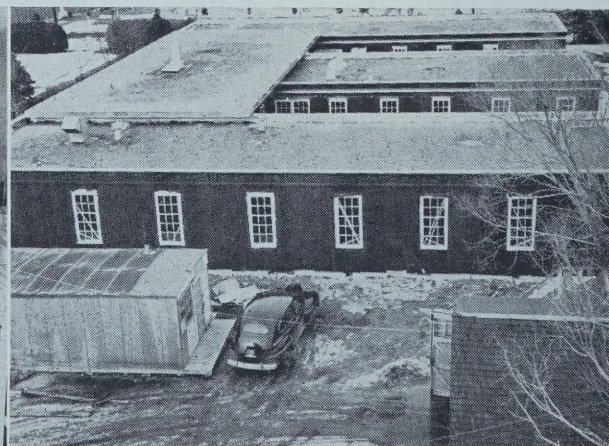
Stong arm tactics at the school are strictly forbidden. Any employee who strikes or intimidates a child is dismissed immediately. Wilful misbehavior must be checked. When it is necessary to reprimand a child such action is conducted privately. The usual form of punishment is to cancel privileges.



This view of some of the new buildings at the P.T.S. shows the recreation building in the foreground and the dormitories in the rear.



Matron, Miss R. M. Blaikie, left, and Mrs. D. M. McGregor, M.D.G., inspect sleeping quarters of school boys building.



Above is shown the girls dormitory under construction. Here girls will be housed two in a room. This building will be stuccoed, temporary construction buildings removed and the grounds beautifully landscaped.

(Alberta Government Photographs)



Above one of the P.T.S. attendants shows a visitor improvements to be made at the school. The large building on the left which is being completely renovated is the administration centre and staff headquarters. On the right is the school house which is scheduled for early remodeling. The already attractive grounds will be further enhanced this summer by a large tree planting program. (Alberta Government Photograph)

Trainees are shown that their anti-social conduct makes them unfit to associate with other people. The emphasis of the reprimand is placed on the misconduct not the child personally.

Individual Attention

Employees of the Red Deer school are taught to avoid saying or doing anything that will cause the children to feel that their lower level of intelligence is something of a shameful nature. It is very important that staff members retain their own emotional control at all times. They are taught to avoid making promises to the children unless they are positive they can and will fulfill them.

Much individual attention is extended to new admissions at the school. New arrivals are in a strange and totally unfamiliar situation. They do not know anyone. They are shown where everything is and told or shown exactly what is expected of them. One or two of the other better-behaved children are encouraged to foster the new admissions. Every effort is exerted to reduce the feeling of "aloneness" that exists among new children.

Will Accommodate 450 Children

The ward capacity of the school will be 450 and there are now 380 children there. There is a waiting list of 400 juveniles. The higher mental groups have learning ability of an 11-year-old child. They are able to handle ordinary arithmetic sums and now their money sense is being developed. None of the children are able to reach a high academic standing but their manual aptitudes can be developed. About 225 of the children are chronic patients, paralyzed, and low grade mental cases who will remain at the school for the duration of their lives.

During the past few months 15 children have been discharged and the school has applications for placements of others. Officials attempt to place the children where "family atmosphere" exists. If they live in rooming houses or individual rooms there is a danger of their progress being hindered.

Medical and Dental Care

Preventative medical and dental care offered the children is better than the average child's. The staff dentist inspects and corrects each child's teeth every six months. Eye examinations are given regularly and general medical care is of a high standard. Intelligence tests and the child's aptitudes are checked monthly. If aptitude checks indicate the child is not making proper progress he is moved to some other type of manual training.

The extensive renovation program has provided the school with the most modern facilities for training juvenile mental defectives. During the past year the staff has been doubled. Easing of over-crowding, providing space for offices and resident staff members, and accommodation for urgent admissions is the aim of the building program. The new buildings provide required facilities for the proper segregation and selection of children according to physical and intellectual development and age and sex.

Modern Buildings

The main building is undergoing complete renovation and alteration. This is the administration building and staff quarters. Sitting rooms, class rooms, library, and kitchen are located also in this building.

A modern gymnasium and recreation building featuring a stage, has been erected. This building is being used extensively at present for sense and physical training classes, athletic activities, lectures, concerts, dances and other functions.

Three new single-storey units have been constructed. Each unit can house 75 children. These buildings have special heating systems, 60 percent of the heating is in-floor type. The balance is provided by ceiling units with forced circulation devices. The general plan of these buildings includes two dormitories, two play or sitting rooms, two dining rooms, utility rooms, and a visitor's room.

New Girls' Ward

A single-storey ward for girls is under construction. This specially designed building will accommodate 60 girls. There are no large dormitories in this unit. Two girls will share each room. All girls housed in this building will be ready for discharge. While living here they make the transition from training to community life. There will be kitchens and laundry rooms allowing the girls to do their own cooking and washing. At the front of the building will be a large well furnished sitting room overlooking the entire City of Red Deer.

It is planned to have a similar building for boys in the future. At present the school's farm house provides self-contained accommodation for about 20 boys. Approximately 50 percent of this group will be discharged.

Under construction is the new power house located a considerable distance from the other buildings in order to allow future building and development of the school. A considerable amount of new laundry equipment, dormitory and classroom furniture has been added.

Future Plans Outlined

Future plans for the school include construction of additional wards, a clinical and vocational training centre. The clinical building will feature facilities for laboratory, research, X-ray, dental and surgical work. The vocational training building will aid occupational and vocational instruction. Farm training also will be expanded. Approximately 20 acres are under cultivation. The farm now supplies the school with milk, eggs and some pork. Beef will be supplied later.

Recently staff members and trainees co-operated to convert an old building into a boys' dormitory. The younger boys section features many pictures and other wall attractions. The other section also is well decorated.

This summer a large landscaping project will be conducted. It provides large woodland areas, paths and flower beds. Between 200 and 300 trees will be planted.

Operate Guidance Clinic

Officials of the school have organized a Provincial Guidance Clinic in the City of Red Deer for adults and children. Clinics are held Wednesday and Thursday afternoons. The system of treatment is along psychotherapeutic lines. When the clinic was opened the response was very poor. Now the clinic is booked three weeks in advance.

The Provincial Training School was opened for the reception of mentally deficient children in 1923. The first children were admitted from transfer from a similar establishment in South Edmonton. The school was formerly the Red Deer Ladies' College.

During a tour of the school it becomes obvious that the P.T.S. is well managed. Cleanliness is a predominating factor, dormitories and play rooms are bright and fresh. The many improvements at the school have made it possible for officials to implement a modern training program for juvenile mental defectives.

(See the picture page on the Provincial Training School on page four of this issue of "Within Our Borders.")



"Within Our Borders" is a publication designed to acquaint the people of the Province with the administration and services of the Alberta Government.

It is believed the many and varied services of the Government will be effective in the degree they are known and used.

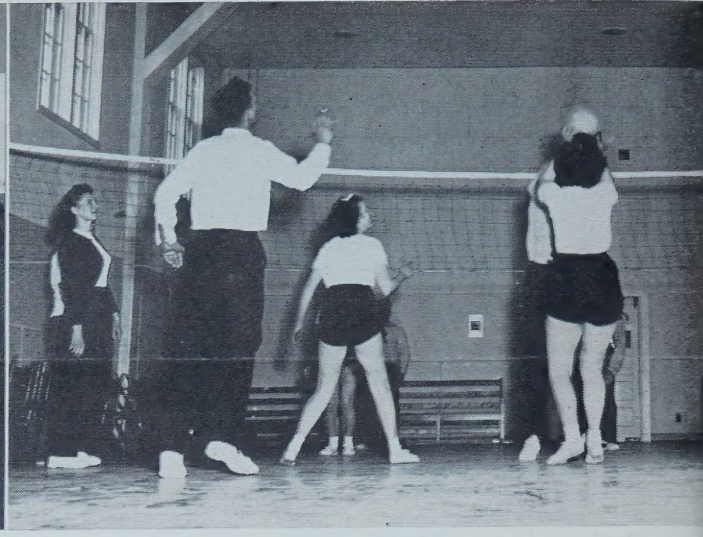
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Correspondence should be addressed to Publicity Bureau, Legislative Buildings, Edmonton.

THROUGH THE P.T.S. WITH A CAMERA



Attractive sitting rooms adjoin the nurses quarters. Three staff nurses are shown discussing a knitting problem during hours off. From left to right they are: Miss Alice Howard, M.D.G. of Trochu; Shirley Graham, Dawson Creek, and Miss Mervil Davies, Major, Sask., both student nurses.



Volley ball is a major part of co-educational activities as the boys and girls learn to play and work together. At the extreme left Mrs. G. A. McPhee, occupational therapist, referees an enthusiastic game between mixed teams.



During money-sense training the children purchase products from the class room store. Here a pre-primary group use pennies while buying articles from teacher Mrs. M. Jacobson.



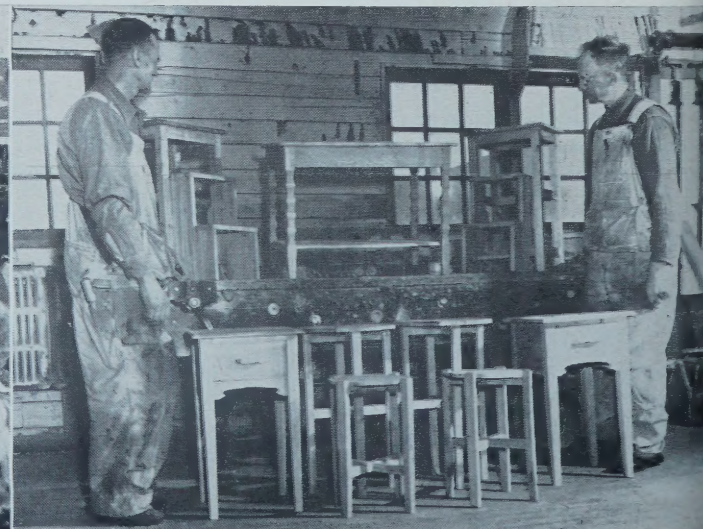
Medical superintendent, Dr. L. J. Le Vann spends considerable time with trainees as they present their problems and achievements. Shown above is Dr. Le Vann at the administration building entrance as two primary children explain their days work at school.



Occupational therapist, Mrs. Veryl Chapman, instructs a class in rug hooking and dressmaking. Dresses, rugs, embroidery work made by the children in this class are sold during the school's auction each summer.



Elementary classes enjoy a varied program of studies. Teacher, Mrs. M. Ellenwood is telling this class the story of the Good Shepherd. In this division studies are equal to those of grades three to five.



A favorite portion of occupational therapy among the boys is shop work. Several trainees have earned their living on carpentry after discharge from the school. Shown with a group of furniture made by trainees are the shop instructors. They are Joseph Wilson, left, and Arthur Markwich.

(Alberta Government Photographs)

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